

TAJUK

KEPIMPINAN PENDIDIKAN:  
PERSEPSI GURU-GURU TERHADAP KEPIMPINAN GURU  
BESAR SEKOLAH-SEKOLAH RENDAH NEGERI PERLIS.

ABD. RAZAK BIN HASHIM

UNIVERSITI UTARA MALAYSIA

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Tesis ini diserahkan kepada Sekolah Siswazah untuk memenuhi  
sebahagian daripada Ijazah Sarjana Sains(Pengurusan)

oleh

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## KEBENAEIAN MENGGUNA

Dalam menyerah tesis ini, sebagai memenuhi keperluan pengajian lepasan ijazah Universiti Utara Malaysia(UUM), saya bersetuju pihak perpustakaan UUM mengadakan tesis ini bagi tujuan rujukan. Saya juga bersetuju bahawa kebenaran untuk membuat salinan, keseluruhan atau sebahagian daripadanya, bagi tujuan akademik mestilah mendapat kebenaran daripada penyelia saya, atau, semasa ketiadaan beliau, kebenaran tersebut boleh diperolehi daripada Dekan Sekolah Siswazah. Sebarang penyalinan, penerbitan atau penggunaan ke atas keseluruhan atau sebahagian daripada tesis ini, untuk pemerolehan kewangan tidak dibenarkan tanpa kebenaran daripada saya. Di samping itu, pengiktirafan kepada saya dan UUM seharusnya diberikan dalam sebarang kegunaan bahan-bahan yang terdapat dalam tesis ini.

Permohonan untuk membuat salinan atau lain kegunaan sama ada secara keseluruhan atau sebahagian, boleh dibuat dengan menulis kepada:

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## ABSTRAK

Kajian ini dijalankan untuk mengkaji hubungan antara persepsi guru sekolah-sekolah rendah Negeri Perlis terhadap kepimpinan transformasi, tingkah laku guru besar, komitmen guru, kepuasan kerja guru dan perubahan atau keberkesanan keseluruhan organisasi.

Sebanyak 350 soal selidik diberikan kepada guru-guru tetapi 310 dapat digunakan. Instrumen yang digunakan dalam kajian ini ialah soal selidik Pelbagai Faktor Kepimpinan (MLQ) yang telah diubahsuaikan untuk guru besar, Kesetiaan Terhadap Organisasi (OCB), Kepuasan Minnesota (diubahsuai), Komitmen Kepada Organisasi, Perubahan (keberkesanan) Keseluruhan Organisasi dan ciri-ciri demografi responden.

Keputusan menunjukkan bahawa berdasarkan kepada persepsi guru hanya 47% guru besar menjalankan fungsi-fungsi kepimpinan yang diharapkan untuk menangani perubahan dalam sistem pendidikan masa kini. Kesetiaan guru besar juga berada pada tahap yang rendah dengan 25.8% guru mempersepsikan guru besar mempunyai ciri tersebut. Persepsi guru terhadap kepuasan kerja dan komitmen guru juga pada tahap yang tidak begitu memberangsangkan. 11% dan 7% guru masing-masing menyatakan komitmen dan kepuasan kerja mereka berada pada tahap yang tinggi. Perubahan atau keberkesanan keseluruhan ditanggapi tinggi oleh 44.5% guru.

Ujian Korelasi Pearson dijalankan untuk menguji hubungan antara persepsi guru terhadap pembolehubah di atas. Keputusan menunjukkan bahawa tidak terdapat hubungan yang signifikan di antara kepimpinan dengan kesetiaan, komitmen guru, kepuasan kerja dan perubahan keseluruhan(keberkesanan). Hubungan yang negatif wujud di antara pembolehubah kepimpinan dan kepuasan kerja. Antara pembolehubah tingkah laku kesetiaan guru besar, komitmen guru, kepuasan kerja dan perubahan keseluruhan wujud hubungan yang positif.

Rumusan dan implikasi menunjukkan lebih daripada 50% guru(responden) di Perlis mempersepsikan guru besar sebagai tidak mempunyai ciri-ciri kepimpinan transformasi dan kesetiaan yang tinggi. Kesetiaan yang rendah terhadap organisasi ini berkemungkinan menyebabkan ketidakpuasan kerja dan kurang komitmen guru. Dengan ini, perubahan keseluruhan organisasi yang membina tidak berkemungkinan. Oleh yang demikian, pihak-pihak yang berkenaan perlu mengadakan program-program perkembangan kepimpinan guru besar bagi memastikan fungsi-fungsi mereka selaras dengan keperluan pendidikan masa ini.

## ABSTRACT

The present study investigated the perception of primary school teachers in Perlis toward transformational leadership, organizational citizenship behaviour of the headmasters, teachers' organizational commitment, job satisfaction and changes that bring about a remarkable result to the whole organization.

The data were collected from 350 teachers through questionnaires based on a group of administration procedures. 310 usable responses were detained. Instruments used in the study were Multi-Factor Leadership Questionnaires which were adapted for Headmasters and reliable to the organization, Minnesota Job Satisfaction, Organizational Commitment Behaviour, Organizational Citizenship Questionnaire and Overall Organizational Effectiveness and demographic characteristics respondents.

The results based on teachers' perception show that only 47% of headmasters practise the leadership role and make an effort to tackle the challenges in today's system of educational perceived. Citizenship behavior of headmasters are also perceived at the lowest level with only 25.8% of teachers have such perception about their headmasters. Teachers' commitment and job satisfaction are also very discouraging with only 11% and 7% of teachers agreed to being

committed and satisfied in their profession respectively, 45.5% of the teachers perceived the changes in the organization as considerably high.

The data were analysed by using Pearson Correlation test to test the relationship between teachers' perception and the above variables. The findings are as follows: there is no significant relationship between leadership and loyalty to organization, teachers' commitment, teachers' job satisfaction and overall changes in the organization. A negative relationship exist between the leadership behaviour and teachers' job satisfaction. On the other hand, there is a positive relationship between the organizational citizenship behaviour of the headmasters, teachers, commitment, teachers' job satisfaction and overall changes in the organization.

The summary and implication indicated that more than 50% of teachers in Perlis have the perception that the headmasters do not possess a high characteristic of transformational leadership and organizational citizenship behaviour, thus resulting in job dissatisfaction and low commitment in teachers. With this, the overall conducive changes in the organization is unlikely. Therefore, the authorities concerned should organized conducive leadership programmes for headmasters, in order to ascertain their role as leaders coordinates with the needs of today's education.



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## SENARAI SINGKATAN

EPL	-	Executive Professional Leadership
GB	-	Guru Besar
GG	-	Guru-guru
IBM	-	International Business Machine
KBSM	-	Kurikulum Bersepadu Sekolah Menengah
KBSR	-	Kurikulum Baru Sekolah Rendah
LBDQ	-	Leader Behavior Description Questionnaier
LPC	-	Least Preferred Co-Worker
MLQ	-	Multifactor Leadership Questionnaire
PTO	-	Purdue Teacher Opinionaire
SPM	-	Sijil Pelajaran Malaysia
STPM	-	Sijil Tinggi Persekolahan
SPSS	-	Statistic Package for Social Science

## **Pengenalan kepada Pemasalahan Kajian**

### **1.1 PENDAHULUAN**

Kepimpinan merupakan satu aktiviti pengurusan yang selalu diperkatakan dalam mana-mana juga institusi atau organisasi. Pemimpin biasanya diharapkan dapat memainkan peranan yang efektif dalam berbagai aspek termasuk merancang, berkomunikasi, membuat keputusan, mengawal serta mengendalikan konflik. Manakala para pentadbir pula, selalu melihat diri mereka sebagai mempunyai keupayaan untuk mengalih panduan organisasi yang mereka pimpin. Mereka menerima kedudukan baru dengan harapan akan memperbaiki masalah yang dihadapi oleh pentadbir sebelumnya (Aminuddin 1994). Umumnya kepimpinan boleh dinyatakan sebagai satu konsep yang merangkumi keseluruhan tanggungjawab pentadbiran atau pengurusan. Menyentuh tentang soal kepimpinan dalam pentadbiran pendidikan, sememangnya tidak dinafikan bahawa pertumbuhan dan perkembangan dalam pendidikan masa kini membayangkan keinginan individu, masyarakat dan negara untuk berubah. Keinginan untuk berubah merupakan satu hasrat yang murni kerana ia memperlihatkan kesediaan ahli masyarakat untuk menilai kembali matlamat dan corak kepimpinan dalam pentadbiran pendidikan itu sendiri.

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